

and achievements, by the opportunities it gives or withholds for his spontaneous activities. We come, thus, to the second general significance of the facts and theories here presented, namely, its bearing upon the educational value of play.

I have already, in *Intellectual Growth in Young Children*, elaborated at length the significance of play for the child's growth in manipulative skill, in imaginative art and in discovery, reasoning and thought. I have no need to go further into these, save to emphasise and link this general truth with the present material. Play is not only the means by which the child comes to discover the world; it is supremely the activity which brings him psychic equilibrium in the early years. In his play activities, the child externalises and works out to some measure of harmony all the different trends of his internal psychic life. In turn he gives external form and expression, now to the parent, now to the child within himself, and to each of the different aspects of his real parents, as he apprehends these at the different levels of his own development, through his own wishes and impulses. And gradually he learns to relate his deepest and most primitive phantasies to the ordered world of real relations.

Educators have long appreciated the vast significance of play, and many different aspects of its value have been brought out by different thinkers. It has remained for psycho-analysts, and in particular those working with young children, to show in the greatest detail how play is indeed the breath of life to the child, since it is through play activities that he finds mental ease, and can work upon his wishes, fears and phantasies, so as to integrate them into a living personality. The child does much for himself in

his play,
even without the help of an analyst, who is in
any case but
an auxiliary to the child's own integrative
impulses.

The function of the educator with regard to
play lies in the
study of the normal interests and activities of the
child at different
ages, so that he may know how to supply
those materials
and opportunities and stimuli to play as shall
give him the
greatest fulfilment along all directions of his
growth. It is
here that the study of norms of development
in the early
years, with regard to skill or understanding, is
of the greatest
possible aid to the educator of little children.
But not alone
the study of the ordered play in which the child
learns skill